

South Shore Academy Pupil premium strategy statement



1. Summary information					
School	South Shore Academy				
Academic Year	2018/19	Total PP budget	£483,395	Date of most recent PP Review	November 2018
Total number of pupils	718	Number of pupils eligible for PP	503 (70.06 %)	Date for next internal review of this strategy	April 2019

2. Barriers to future attainment (for pupils eligible for PP)	
Barriers	
A	Attendance of the pupil premium students is lower than their none-pupil premium peers.
B	Limited vocabulary and access to quality language both written and spoken.
C	Lack of engagement with homework, revision and independent learning preventing students from becoming self-motivated learners.
D	Behaviour – pupils with specific social and emotional needs affecting their ability to access the curriculum.
E	Fixed growth mind-set, lower resilience and poor mental health.
3. Desired outcomes (desired outcomes and how they will be measured)	
	Success criteria
A.	Improved rates of progress across the school for the high attaining pupils eligible for pupil premium. Progress 8 scores for the most-able disadvantaged is in line with their none disadvantaged peers. Pupils eligible for pupil premium identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across the school. They are on or above track to achieve their high targets and the end of KS4. Where they are not, interventions are put into place and the impact of these are regularly monitored.
B.	The development of pathways to support pupil premium students with significant challenging behaviours. Fewer behaviour incidents recorded for these pupils on the school system. Behaviour for learning clearly identifies that all pupils are engaged, challenged and have the resilience to overcome challenges resulting in PP pupils making better progress. Significant reduction in Fixed-term internal and external exclusions. Better behaviour for learning is evidenced through learning walks and subject reviews.
C.	The increase in literacy and numeracy skills means that this is no longer a barrier to the learning of the pupil premium Clear whole school strategies developed that are having a marked improvement on progress for PP pupils in all subjects. The reading and spelling ages of this cohort of students is in line with those of the none disadvantaged

	students.	students. In core subjects, the gap between school PP and national non-PP is narrowed.
D.	Improved attendance for all the pupil premium students.	The gap between average attendance of PP pupils with that of other pupils is vastly reduced and attendance of all pupils is above national average. PA is significantly reduced.
E.	Improved engagement with homework and improved attendance at additional intervention sessions.	Improved outcomes for the pupil premium students in the core subject as a result of quality intervention. There is a vast reduction in the number of missing and incomplete homework recorded for PP pupils, resulting in better progress across all subjects. Tracking data and GCSE results which will show the gaps closing. Where they are not, interventions are put into place and the impact of these are regularly monitored.

Desired outcome	Intervention	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
Improved rates of progress across the school for the high attaining pupils eligible for pupil premium.	Revision guides for core subjects provided.	To ensure that PP students have the resources required to achieve success in KS4.	Data analysis after each DCP.	HOF E /M/ S	£2000
	Employment of an independent careers advisor for extended CIAAG appointments.	Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. EEF	Increased number of students attending more aspirant courses / training, No NEAT students in 2019.	PB	£7680
	Pixl strategies and resources introduced and embedded in the non-core subjects including PLCs to identify	Feedback; High impact for low cost, based on moderate evidence. +8	Increased use of precision teaching in non-core subjects. Greater attendance of staff at PIXL national conferences.	RW / SC HOF	£3500
	Aspects of the CPD programme to focus on stretch and challenge, feedback and assessment that keeps learning on track. CPD library of research books to support	Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. EEF.	Increased use of these pedagogies in observed lessons/seen in work scrutiny.	SC / RW	£12 500
	Revision workshops – Teaching students strategies of METACOGNITION. Tim Milner.	EEF Toolkit Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.	Increased independence of students. Improved GCSE grades in 2019.	EG	£950
Total budgeted cost: £26,630					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost

<p>The increase in literacy and numeracy skills means that this is no longer a barrier to the learning of the pupil premium students.</p>	<p>Shine Project Saturday school for students in Years 7&8 who are below national benchmarks for E&M</p>	<p>EEF toolkit states 'Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes.'</p>	<p>Literacy and numeracy pre-and post-testing to evaluate impact</p>	<p>VP RW Shine Lead - MH</p>	<p>£17,500</p>
	<p>Development of library – Accelerated reader.</p>	<p>EEF: On average, reading comprehension approaches deliver an additional six months' progress.</p>	<p>CPD for staff on reading strategies, the library and accelerated reader. Measure improvements in GL Assessment data at the beginning and end of the year. Logic model for implementation</p>	<p>BK</p>	<p>£20 000</p>
	<p>Bedrock vocabulary app. Development of tier 2 vocab.</p>	<p>Bedrock Vocabulary draws from extensive research that explores why we should all be teaching vocabulary and what best practice in this crucial area of pedagogy looks like.</p>	<p>Baselined at the beginning of 7,8 ,9 Re tested in the summer term.</p>	<p>BK</p>	<p>£1608</p>
	<p>30 IPADS in Global Accelerated reader.</p>	<p>EEF Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.</p>	<p>Analysis of data at each DCP. Student voice. Engagement in lessons observed in lesson observations.</p>	<p>JSH EG</p>	<p>£11 000</p>
	<p>External support from exam board and consultants for English, Maths, numeracy, literacy.</p>	<p>Improved assessment and staff training to meet these needs.</p>	<p>Assessment and intervention pathways in place.</p>	<p>Literacy co ordinator Heads of E&M</p>	<p>£2000</p>
	<p>HTLA in English and Maths- extraction, intervention and reading support.</p>	<p>EFA demonstrates impact of small group extraction and intervention. Reading comprehension strategies - Moderate impact for very low cost, based on extensive evidence.+5</p>	<p>Tracking and monitoring after each data capture.</p>	<p>Literacy coordinator SENDco</p>	<p>£40 000</p>
	<p>Students provided with KS4 texts in English</p>	<p>Knowledge of KS4 literature texts and performances improve understanding</p>	<p>Literature responses tracked and demonstrate improvement</p>	<p>Head of English VP Progress</p>	<p>£2000</p>

	Pastoral staff to coordinate targeted support and interventions for pupil premium students.	Pastoral staff have holistic awareness of pupil premium students' attainment and pastoral needs.	Tracking and monitoring after each data capture. Students' attainment will increase incrementally after each data capture.	HG / AP	£132,769.86
Parents become increasingly supportive and attend all key meetings	Group Call to increase communication with stakeholders.	Group Call allows schools to send important messages to parents instantly via text, voice or email.	Improved parental engagement. Improved child safety. Reduced truancy.	HG / AP Attendance team	£3000
	Informal information evenings for each year group.	"Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes." EEF	Improved parental engagement. Positive impact on attainment of PP students.	SB / RW Heads of English and Maths	£1000
Improved attendance for all the pupil premium students.	Appointment of a pupil welfare officer through Blackpool Council (2 days)	PP students are 3 times more likely to become PA than their peers and 3 times more likely to receive two or more fixed term exclusions across the year. Home visits improve outcomes in attendance.	Attendance data demonstrates improvement.	HG / AP	£16, 008
	Two new Attendance Officers	Additional capacity can focus on PP PAs and strategies to engage.	Attendance data demonstrates improvement.	Tracked and monitored by HG / AP	£47, 958
	First day response provision. Staff to lead on home visits. Minibus Driver and costs. A new minibus to support with first day response and home visits.	Picking up PA students from home improves attendance. We can't improve attainment for children if they aren't actually attending school. Nfer briefing for school leaders. identifies addressing attendance as a key step.	Attendance data demonstrates improvement.	HG / AP Attendance team & Year heads	£15 000
Total budgeted cost: £319,843.86					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costs
Improved behaviour of the pupil premium students both in and outside of the classroom.	Alternative Provision Programme (Bridge / IMPACT)	Need for alternative learning environment to access education. Behaviour interventions; Moderate impact for moderate cost, based on extensive evidence. +4 months.	Progress and attendance data demonstrates improvement.	HG / AP	£39,958.08
	Behaviour & rewards system using Class Charts Homework.	Need to develop confidence and celebrate success and progress in order to motivate students. Use of technology for improving identification and targeted wave one intervention of PP students.	Merit records and progress data to demonstrate improvement	HG / RA BK	£2000
	Uniform and equipment bursary (including cooking ingredients, art equipment and PE kit).	Need to remove barrier to attendance and learning.	Attendance data demonstrates improvement. Improved engagement in PE, art, and food technology for PP students. Improved results in PE and Food Technology in 2018.	HG/ SB/ SS / SH0/ KB/ JC	£10,000
	CPOMS	Behaviour and safeguarding tracking.	Effective tracking of behaviour incidents and disruptions to learning. Tracking of behaviour data weekly.	HG/ AP	£895
	Nurture provision - to support pupils with significant social and emotional barriers to learning.	To provide 6 weekly intervention programmes that link to Wave 2 and 3 of the SEN Code of Practice. To provide Speech and Language programmes following the Language Assessment To work with SEND pupils in class to support progress and achievement To provide 121 support for all pupils on an EHCP. To support pupils in reintegration into mainstream from the nurture room.	SEN disadvantaged pupils to make progress in line with national from their starting point in Year 7.	Anne-Marie Heaton Nurture Room Danielle Tonner Support Assistant Debbie Thomasson Support Assistant	£59,547.11
Additional Strategies to improve the progress of Pupil Premium students.					

	SLE support in Humanities, Science, English and Maths to support with differentiation, stretch and challenge, planning and moderation.	Additional support for subject specialists in English, Maths, Science and Humanities to develop strategies to improve the quality of teaching and learning and narrow the gap between PP and Non PP students.	Tracking of data after each DCP. Improved engagement and quality of teaching and learning observed in lesson observations.	RW / SC HOF	£8320
	Exam invigilators, scribes, readers and exam concessions.	Scribes, readers and exam concessions applied for so that the exam needs of all students are met.	Results data 2019	SB	£10 000
	Exam equipment	All PP students provided with the equipment required to be successful in the exam.	Results data 2019	SB	£1000
	Central stock to ensure that all PP students have access to the equipment needed for their learning.	Need to remove barriers to learning.	Improvements in attendance data and increased engagement in lessons.	KD	£3000
	Modern languages resources.	Brand new modern languages resources to support with curriculum needs, improve student attainment and narrow the gaps between PP and Non PP students.	Increased engagement and attainment in MFL. Tracking of data at KS3 and KS4.	JSH	£1500
	Enrichment activities for PP students in Global.	PSHE workshops on Cyber Bullying. Quantum theatre performances and workshop to improve attainment in KS4 History and KS3 Literacy.	Tracking of data after each data collection point. 2019 History results. Student voice shows improved awareness of how to stay safe around Cyber bullying.	JSH	£700
Total budgeted cost					£136 920.19

